DETERMINING SCHOOL READINESS TO IMPLEMENT CFIP EFFECTIVELY

This self-assessment Is designed to help schools determine the extent to which they have the readiness components in place to implement CFIP effectively. Low scoring areas should be addressed early in the CFIP implementation process.

READINESS COMPONENT AND OUR ASSESSMENT OF THE SCHOOL'S STATUS	EVIDENCE WE COULD CITE
1. There is a culture of trust among team members and between faculty members and leaders so that teachers know that leaders trust them to do the right thing, based on data, to increase student learning.	
To what extent does this exist in the school? I I I Not Somewhat A Substantial Much Amount	
2. A compelling reason for data analysis has been provided so that teachers know why they are analyzing data, see meaning and value in the process, and believe it to be a good use of their time.	
To what extent does this exist in the school? I I I Not Somewhat A Substantial Much Amount	

READINESS COMPONENT AND OUR **EVIDENCE WE COULD CITE** ASSESSMENT OF THE SCHOOL'S STATUS 3. Teams have been established and follow an explicit set of norms (ground rules) for data analysis so that team members work collaboratively. To what extent does this exist in the school? I ----- I Somewhat A Substantial Not Much Amount 4. Common planning time is provided so that course- or grade-level teams that share common standards and assessments can meet at least one hour every other week, during the school day, to analyze data, and this time is held sacred. To what extent does this exist in the school? I ------ I ------ I Somewhat A Substantial Not Much Amount

READINESS COMPONENT AND OUR **EVIDENCE WE COULD CITE** ASSESSMENT OF THE SCHOOL'S STATUS 5. Team members have the autonomy they need to depart from the Pacing Guide to meet student academic needs, if they can support their actions with data. To what extent does this exist in the school? I ------ I Somewhat A Substantial Not Much Amount 6. A structure is in place to make team members internally accountable to each other for follow through to implement the decisions made during the CFIP data dialogues. To what extent does this exist in the school? I ------ I Not Somewhat A Substantial Much Amount